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ABSTRACT

A study was conducted to obtain descriptive data on whether a student is aware of an audience when writing, what students perceive as the purpose of a persuasive writing assignment, and what steps comprise their writing process. Approximately 500 tenth grade student essays, prompted by an assignment based on the theme of the literature the class was studying, were graded holistically. Subsequent interviews with four randomly selected students revealed that the subjects approached writing tasks from a limited perspective about the internal aspects of the assignment. They also expressed few variations in the steps engaged in to complete the process. Those who scored highest on the essay revealed that they had thought through the assignment, and they also seemed to try to improve their writing. Planning and revision were seldom used by any of the students. (HTH)

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# Tenth Grade Students' Perceptions of the Writing Process

by

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Tenth Grade Students'

Perceptions of the Writing Process

When teachers want to improve writing the usual approach is to work on discrete skills which are presumed to be involved in the writing process. A unit of grammar study is commonly prescribed to induce improved writing, but fifty years of research reveals little relationship between this practice and improved writing. Yet the practice persists, perhaps because too little is known about how either skilled or unskilled writers perceive the nature of a specific writing task or perceive how they accomplish that task. This report is a substudy of a project which assesses the processes and products of both skilled and unskilled tenth grade students. This report focuses on the perceptions of four students, who were randomly chosen from 500 students in the larger study, to determine how particular students perceive: (1) writing assignment, (2) the audience for the writing, and (3) the steps in the writing process.

The improvement of writing skills depend upon an understanding of the processes involved in writing well. Braddock (1963) cited the dearth of studies on writing processes ten years ago. Today the number of studies has increased, but studies are incomplete in areas which have immediate applications for writing instruction. Cooper and Odell in a recent survey of research on composition focus on a number of studies concerning basic processes in writing. In their review it is noted that few studies deal with unskilled writers. Therefore, the processing problems which poor students are likely to

encounter have not been elucidated (Cooper).

Some studies have focused on the three areas of interest in this study: (1) assignment, (2) audience and (3) procedures in completing the writing task. Emig (1971) conducted an in-depth case study of the composing process of twelfth grade students. She found that a student's understanding of an assignment is affected by a number of internal aspects of the assignment. These aspects include the following:

> (1) registers - the field of discourse, the written mode, and the tenor; (2) the linguistic formulation of the assignment; (3) the length; (4) the purpose; (5) the audience; (6) the deadline; (7) the amenities, such as punctuation and spelling; and (8) the treatment of the written outcome - that is, if the teacher plans to evaluate the product (Emig, p. 38).

It is logical to assume that the student's ability to perceive the relevant aspects of the assignment will affect the final product. It may be, then, that assuming that the student automatically perceives the relevant aspects of the assignment is as much at fault as inadequate instruction when a student fails to write well on a given assignment. Mischel (1974) conducted a case study with a subject called Clarence over a two-month period. The concept of an audience for his writing was a missing perception for the twelfth grade subject of the case study. In addition to having little conception of his audience, Clarence did not preplan his writing. One implication

drawn by this author was that research is needed to determine if prewriting and planning are affected by the writer's conception of audience (Mischel, pp. 303-314). Most young or unskilled writers center on their own needs rather than on the reader's needs. Kroll (1978) summarizes several studies related to audience awareness concluding that "development of audience awareness constitutes an important problematic, and poorly understood aspect of the writer's growth in composition" (p.276).

Concerning how the writer approaches the task, a number of phases have been identified which include prewriting (the time when the writer perceives something in the environment or within himself which leads him to the writing act and when the first work is on the page); planning, either overt or covert; the writing act itself; review of what has been written; revisions; and completion of the task (Emig).

Not all writers follow these steps nor is it a linear progression from prewriting to completion of the task. It appears that superior writers follow a more structured approach to writing than average students (Lacampagne). In addition the older writer appears to engage in a more conceptually complex planning strategy. In persuasive writing, the mode selected for this study, a body of research shows that older writers tend to use an increasing number of types of appeals and will tend to replace requests for agreement with elaborated reasons which take into account the reviewer's psychological states, and to use different strategies for varying audience attributes.

The authors state, "Older children are increasingly more able to justify their persuasive strategy choices on the basis of inferences about others' covert characteristics (Rubin and Piche, P.294)".

In Texas, where the study was conducted, ninth grade students were given the Texas Assessment of Basic Skills, a criterion referenced test which measures exit competencies. Part of the test calls for students to produce a writing sample in addition to an objective test on writing skills. Students who do not achieve the minimum level of competency are to receive remediation or specialized instruction in the tenth, eleventh and twelfth grade. The questions posed in this study may provide insight into problem areas for further study concerning how writing instruction can be improved.

The study sought descriptive data concerning the following questions:

1. What do students perceive as the purpose of the assignment in a persuasive writing task?

2. Is the student aware of either a specific or general audience for the essay; and if so, how does this affect the content and organization of the essay?

3. What are the steps undertaken to accomplish the writing task?

## Method

### Sample

Tenth grade teachers at a large high school located in a suburban/rural area worked with the researchers in a writing skills research

project. Approximately 500 students consented to their essays being used for research purposes. To provide more insight into students perceptions of the writing task, case studies based on interviews with students were prepared. The subjects for this portion of the study were randomly selected from the total group. The sample consisted of three boys and one girl from the classes of four different teachers, and various ability levels were represented.

Writing Task

The researchers prepared a writing prompt designed to elicit persuasive writing. The prompt read as follows:

> The present draft registration legislation requires that 18-year old males register for the draft. Do you agree with this legislation? Take a position for or against the legislation and defend it.

Students were given written directions to "Write a 3/4 to one page essay for the writing task described below. You have the class period to complete the essay."

Researchers met with teachers prior to developing the prompt with the intent of making the exercise a part of the on-going classroom instruction. The prompt was based on the theme of the literature the class was studying, but the prompt was designed to avoid being dependent on specific content taught in the class. At a later session teachers were given a standard approach to use in administering the writing task.

## Instrumentation

### Interview Guide

The interview consisted of nine (9) questions followed by probes as needed. Some questions are rewordings or further elaboration of earlier questions. The interview guide is shown in Figure 1.

### Essay Scoring

Four preservice English teachers were trained in a focused holistic scoring procedure. Essays were scored 1, 2, 3 or 4 with 4 being the highest score. A four (4) indicated that the student had a well written essay and it was virtually free from grammatical and mechanical errors. A one (1) indicated a non-standard, error-ridden or garbled response. Figure 2 shows the scoring criteria which was used to train raters. Each essay was scored independently by two raters; a third rater scored the essay when scores differed by more than one point. A one-point difference was assigned an average score. That is if the two raters gave a 1 and a 2 to a single essay, the paper would be assigned a score of 1.5

### Texas Assessment of Basic Skills (TABS)

The Texas Assessment of Basic Skills had been administered to the subjects the previous year. The researchers were informed if a subject had mastered the competencies measured by the examination, or had failed to master the competencies. These are designated as mastery or non-mastery in the descriptive tables.

### Procedures

The study was conducted over a two month period. The researchers

prepared the writing prompts and detailed procedures on securing student writing samples. These were explained at a meeting with the teachers. After writing samples had been collected, identification of students was removed from the papers and replaced with a coded number which denoted teacher; level of class - low, average or premium; and student. Four student numbers were randomly selected for the interviews, and teachers cooperated by releasing each of the students for a thirty minute interview. The subjects met with the interviewer in an unoccupied classroom. The interview was tape recorded. Responses to the interview questions were content analyzed as they related to the research questions.

## Results and Discussion

The students were cooperative and talked freely about their essays. Each subject had his/her essay during the interview, and frequently referred to them. Responses from the students were remarkably similar in that all seemed to center somewhat on themselves when discussing the purpose for the essay. The perceived audience ranged from a generalized other to self, but most said the perceived audience did not affect their writing. In describing steps in the process most approached the task as they would an oral communication task. Description and analysis of each case follows.

### Student 1

The first subject was a boy from an average class who had a non-mastery score on the TABS test. On the persuasive writing task for this project, he scored the maximum score of 4. Orally he communicated clearly, openly, and honestly, declaring that he did not like to write on most topics, but that this was a good one. As shown by his comments in Figure 3, his approach to writing is pragmatic and efficient, if not always effective. He perceived the purpose of the writing as being to complete the assignment to get a grade, and, when questioned further, he added, to express his own views. He had a very generalized notion of an audience but that did not affect his writing. His approach to writing was to put down ideas as they occurred to him in complete sentences. Several times he expressed that he had trouble with English. He seldom rereads his own work, but will ask others to help him. He mentioned that he

had problems in choosing the right word, repeating ideas too much, paragraphing, spelling and punctuation. Thus, this student was much more aware of his "problems", which were not reflected in the score of 4, than he was of his strengths. Also he, like Clarence in the Mischel study, had little conception of an audience who might be moved by his writing.

Student 2

The second student, a boy, had achieved mastery on the TABS test, but only received a 2 on the persuasive writing task for this project. This student, who was from an average class, was emphatic that his purpose was to express his own views clearly, and he seemed concerned about a generalized reader. This student also said that he regularly writes letters outside of class, uses a dictionary, and he had a lively conversational style despite a slight, occasional stutter. Even so, he scored a 2.

His approach to the writing task was similar to the first case. He wrote his first thoughts very quickly. Upon rereading his previously written paper he was not able to correct a sentence fragment. The fragment was an attempt to use an introductory clause, and so it was a punctuation error. Thus this student did not have a completely self-centered view of the purpose and audience for the writing, had considerable language resources, but still approached the task as if he were talking to someone. By not recognizing the different demands of written communication, the student was unable to correct his own errors or his inadequate development of ideas. As shown in Figure 4,

he rereads his work, makes very minor revisions, and is satisfied with the results.

Student 3

The data concerning student 3 is shown in Figure 5. This boy from an average class had achieved mastery on the TABS and a 3 on the persuasive writing task. Like the other two students, he saw the purpose as being to express his views, and to convince someone of those views. By the tone he used in replying to the question on convincing someone of his view, he seemed skeptical that anyone would read his paper. His responses are shown in Figure 3. He said he was aware that his teacher would read the paper, but that did not affect what he had to say.

In describing the process of writing, this student talked very fast and brought in divergent content related to what he was thinking about while he was writing, and he gave specific examples. This content ranged from what he knew about World War II and Viet Nam to how his friend joked about the draft. In his paper he simply said he agreed with the draft, gave three logical reasons in three sentences to support it, and concluded with a highly abstract statement which was not directly related to the subject. He said, "I don't think we will have a war in our generation if we could solve some of the world problems." The complexity of the ideas that he expressed in the interview and the sparseness of ideas in the paper was striking. Yet woven into his response was his correct assumption that the writing task involved stating a position and giving reasons for it.

Like the other students he does little planning after initially thinking about the topic and does not revise. For longer papers he described a holistic approach to writing. He starts with many ideas, writes, refines those ideas, then adds other ideas. When asked to see what changes could be made in the essay before him, he could not suggest any. He expressed discomfort at reading his own writing. Thus this student had many complex ideas and a fairly structured approach to the task. He said he writes very little in class and likes to write his ideas outside of class just for himself. He is similar to all other cases in that he lacks the ability or desire to critically analyze his own work to improve it.

Student 4

The fourth student was a girl from a premium class who had achieved mastery on the TABS and a 4 on the writing sample. The purpose she perceived for the task was to express her feelings and perhaps convince someone to believe as she does. She used the word feelings several times and seemed to mean her emotions about the subject. Her presumed audience seemed to be herself. This was reinforced later when she said she kept a diary. She would be the audience for her diary but she also said her grandchildren might enjoy reading it. Her view of purpose and audience were highly personalized.

Her approach to writing was fairly unstructured. She said she thought through the topic, tried to organize, and was aware that she could improve the style. She seldom outlines or revises. This subject was unique only in her personalizing of the writing and her

conscious effort to have it "make sense" to the reader.

## Summary and Implications

Interviews with four students concerning a persuasive writing task revealed that the tenth grade subjects approach the writing task from a limited perspective about the internal aspects of the assignment. They also expressed few variations in the steps engaged in to complete the process. Those who scored 3 or 4 expressed that they thought through the assignment, and also seemed to try to improve their writing. Planning and revision were seldom used. Questions which need further study are: (1) Would students write more convincingly if they perceived a congruent purpose and audience for the writing? (2) Would a planned instructional writing program which included planning and revision skills improve student writing? (3) Do superior writers tend to approach the writing process holistically rather than through outlining details of the essay. Do professional writers proceed in a manner similar to the skilled tenth graders? (4) What is the relationship between the cognitive level of the student and performance on a persuasive writing task?

This study is a portion of a larger study concerning writing processes and products of tenth grade students. Students were interviewed on the subject of their writing. They said they had not thought about how they wrote before, and seemed to enjoy the act of reflection on their own writing. In time they might gain a sense of efficacy concerning their writing products as they become conscious of a variety of ways to proceed. A final question for further study

is: Can students writing be improved through raising to an awareness level the process of writing followed by frequent practice?

Figure 1

Student Interview Guide

(Introduce self and invite the student to have a seat).

I am going to ask you some questions about your writing. I am interested in finding out how different people decide what to write and how they will express their ideas. Your answers will be grouped with other answers and no one will be able to identify your answers. Individual answers will not be shared with teachers or anyone else. (Explain as much as seems needed about the purpose of the research and that the student may withdraw at any time. Ask for permission to record.)

1. Think about this writing assignment you did in class. (Hand assignment) Think back to when you wrote it. What was the first thing you did after you read the assignment? What did you do next? How did you complete the paper?

2. When you were thinking about the paper, did you think about a specific purpose for the paper? How did your feelings about its purpose change during the writing?

3. When you were writing did you have any person or group in mind who might read the paper? If yes, describe who you had in mind. How did thinking of someone who would read your paper affect what you wrote?

4. How did you decide what to include in the paper? Did you have one idea or several ideas? If several, how did you decide which idea to use?

5. How did you go about organizing the paper?

6. When you had completed the paper, did you revise the paper? If so, what did you do? Why? Did you do anything special to finish the paper?

7. If you gave this to someone to read to help you to improve it, who would it be? What kinds of comments would you find helpful? Would you benefit most from help with ideas? Sentence structure? Organizing ideas? Spelling? Others?

8. Here is the last assignment you did in class. (Hand copy of essay) As you look at it now, is there anything else you remember about how you went about writing this paper? If you could do it again, would you change anything? What? Why?

9. How do you feel about writing in English class? What kind of writing do you usually do in class? How often? How do you feel about writing outside of class? What kinds of writing do you do outside of class?

Figure 2

Holistic Scoring Guide - "Draft Registration" (M3)

Score of 4

Writer does all or most of the following:

1. Takes a clear position on the issue and supports it with one or more good reasons. Shows evidence of development and elaboration of the major point. Uses relevant and clarifying details. (May show both sides of the issue if both are well developed).
2. Displays organization and coherence. Has a clear beginning, supporting details, transitions, and conclusion.
3. Shows superior command of language structure and vocabulary.
4. Shows superior grasp of spelling and mechanics. Few, if any, errors.

Score of 3

Writer does all or most of the following:

1. Takes a position and provides adequate support. Some elaboration and detail provided.
2. Groups ideas into some clear plan of organization.
3. Shows adequate command of language structure and vocaublary. May use cliches or many simple sentence structures.
4. Adequate grasp of spelling and mechanics. Misspellings are primarily unfamiliar words.

Score of 2

Writer does all or most of the following:

1. Implies or takes a position but does not elaborate or support it adequately. Lacks development. Reasoning may be simplistic.
2. Displays minimal organization. May ramble or be repetitious.
3. Shows some command of language structure and vocabulary, but sentences are sometimes unclear and meaning sometimes not immediately apparent.
4. Many misspellings of familiar and unfamiliar words.

Score of 1

Writer does all or most of the following:

1. Makes an attempt to achieve the aim of the exercise but either does not take a position or takes a position and fails to support it.
2. Lacks focus and organization. No beginning, middle, end to essay. Fails to relate sentences.
3. Lacks command of language structure and vocabulary. Sentences may be unclear.
4. Lacks sufficient grasp of spelling and mechanics for adequate communication.

Figure 3

Responses to Interview - Student 1

Descriptive Data

Sex - Boy
TABS - Nonmastery
Essay Score - 4
Class Level - Average

| Categories | Student Comments |
|---|---|
| I. Purpose of Assignment<br>Question #2 - Purpose | |
| A. To complete assignment. | "I had to write it." |
| B. To express own view. | "I just figured if people read that they'd know how I feel about it." |
| II. Audience Awareness<br>Question #3 - Audience for Writing | |
| A. Was aware of a general audience (see B I) | "I didn't think about it that much." (Interviewer: "You didn't think of a particular person or group but knew someone would read it?") "Yes." |
| B. Did not affect writing | |
| III. Steps in the Writing Process<br>Question #1 - Overall Approach | |
| A. Started immediately and wrote in order that ideas occur. To finish, wrote a sentence which explained opinion. | "I just started thinking about the draft and put down what I thought.. I wrote that last sentence because some people don't like it and I figured that would explain why I wrote the rest of this." |
| Question #4 - Content and source of ideas<br>B. Had a definite opinion on the subject and wrote on that. | "I just had a bunch of ideas and tried to write them down as best I could. English isn't one of my best subjects..." |
| Question #5 - Organizing<br>C. Does not outline. Puts down ideas as they occur. | "I don't outline unless it's required ....I write stuff down and it falls in order." |
| Question #6 - Revisions<br>D. Does not usually revise but occasionally has someone else help with word choice, repetition of ideas, paragraphing, spelling and punctuation. | "No, I didn't (revise). That's one of my problems. I never go back and reread. Sometimes I get a friend, parent, or my brother to read it.... (continues by saying what he helps with)." |
| Question #8 - Changes suggested<br>E. After reading the paper would choose better words and improve paragraphing. | "I would try to write it better. Use better paragraph form...I could make it better. I just rushed it through." |

Figure 4

Responses to Interview - Student 2

Descriptive Data

Sex - Boy
TABS - Mastery
Essay Score - 2
Class Level - Average

| Categories | Student Comments |
|---|---|
| I. Purpose of Assignment | |
| Question #2 - Purpose<br>Express own view clearly. | "I think there should be a draft (military)and I tried to make it clear that I thought that." |
| II. Audience Awareness | |
| Question #3 - Audience for Writing<br>1. Was aware of a general audience. | "I thought maybe one person would read it and might catch their eyes ....just anybody." (if no one would read it) "I wouldn't have made it so formal. I would have just wrote ideas down instead of whole sentences." |
| 2. Would write less formally if he had not throught there would be an audience. | |
| III. Steps in Writing Process | |
| A. Question #1 - Over-all Approach<br>1. Thought a while and then started writing in order that thoughts occured. | "I thought about what I was going to write, and, then, once I get started it just goes on pretty easy." |
| 2. Had thought about the topic previously. | |
| 3. To finish sometimes writes a question to wrap it up. | |
| B. Question #4 - Content and Source of Ideas<br>1. Took one idea and added to it to make it clearer. | "I just had one idea and then I started writing more - added on to it." |
| C. Question #5 - Organizing<br>1. Did not outline | "I don't think I used a scratch paper. I do sometimes if it is an important paper. I just jot down ideas and can make it longer or shorter." |
| 2. Writes in order they are thought about. | "I write first and go on to the last sentence." |
| D. Question #5 - Revisions<br>1. Rereads and occasionally revises spelling, sentence structure, organization. | "I usually reread it, but don't (change it)." (Do you sometimes revise?) "Yes. Spelling and if this sentence up here and this sentence down here say the same thing, I cross out one..." (Do you reorganize order in a paper?) "Yes especially in a long paper." (Do you change words?) "No, I don't like them big words." |
| 2. Later the student said he carries a dictionary and uses it for long papers. | |



(Continued)

Figure 4 (continued)

| Categories | Student Comments |
| --- | --- |
| III. E. Question #6 - Changes suggested<br>1. Suggested changing words, sentences. (Suggested combining two sentences but did not suggest changing a sentence fragment). | "I think I would change these words around....and put these sentences together. I think its pretty good." (Are you satisfied with the ideas you put down?) "Yes." |

Figure 5

Responses to Interview - Student 3

Descriptive Data

Sex - Boy
TABS - Mastery
Essay Score - 3
Class Level - Average

| Categories | Student Comments |
|---|---|
| I. Purpose of Assignment | |
| A. Question #2 - Purpose<br>1. Express own view.<br>2. Convince someone. | "Just how I felt really. It just makes me mad when people don't want to go. It's their country, too." (Did you want to convince someone as well as make your own views clear?) "Yeah, if anybody read it." |
| II. Audience Awareness | |
| A. Question #3 - Audience Awareness<br>1. Aware teacher might read it.<br>2. Would not change for different audience. | "I thought (teacher's name) might read it. I didn't know if she was going to grade it, or not. (Did you think anybody else might read it?) "Not really. I didn't think about it that much." (If you were thinking of the teacher, did that affect how you wrote?) "Not really. Just normal writing. Just wrote it as I thought of it." |
| III. Steps in Writing Process | |
| A. Question #1 - Overall Approach<br>1. Thought a while and then started writing in order that thoughts occurred.<br>2. Had thought about topic previously.<br>3. To finish, rereads. | "I thought about World War II, and I just thought about things in the past ....and sat and thought, and then wrote it down as I thought about it....I read it over again. I'm sure there are some spelling and other things wrong, but I was in a hurry (turned it in)." |
| B. Question #4 - Content and Source of Ideas<br>1. Took one idea and added to it. | "Whatever I thought was most important ....What I felt strongly about, I guess." (If you had to write a longer paper would you include other ideas?) "I would put in more details....how it affects people." (Continues by giving examples.) |
| C. Question #5 - Organizing<br>1. Did not outline.<br>2. Writes in order, putting most important idea first.<br>3. Gives reasons for opinion.<br>4. On longer paper, writes, rereads, changes it if needed, write some more and read that, etc.. | "I just thought about it and wrote." (Did you put the most important idea first?) "Yes, that is what I thought and then gave the reasons why....I think about a bunch of stuff, write it down a little bit, go over it and write it better, and then put it in a special order. (Do you outline?) "No." |

(Continued)

Figure 5 (continued)

| Categories | Student Comments |
| --- | --- |
| III. D. Question #5 - Revisions<br>1. Did not revise this paper. | "On a test I reread and make sure punctuation and everything is o.k." (Do you choose a better word?) "Usually, I don't." (Spelling) "I think faster than I write and I can go back and correct it." |
| 2. Usually rereads and corrects. | |
| 3. On an earlier question he indicated that on longer assignments, he makes a rough draft, puts it aside, goes back to it, "scratches it up", and writes it again. | |
| E. Question #6 - Changes Suggested<br>1. Avoided answering probes about changes but talked about other ideas on the topic. He became nervous and the interviewer did not pursue the question. | "It looks kinda long now....It's hard to read my own writing (continues to apologize saying he was rushed.") |

Figure 6

Responses to Interview - Student 4

Descriptive Data

Sex - Girl
TABS - Mastery
Essay Score - 4
Class Level - Premium

| Categories | Student Comments |
|---|---|
| I. Purpose of Assignment | |
| A. Question #2 - Purpose<br>1. Express feelings.<br>2. Convince someone. | "Mostly expressing my feelings and secondary could have subconsciously been trying to convince someone." (Did feelings change?) "No, this was an easy assignment...I have definite opinions." |
| II. Audience Awareness | |
| A. Question #3 - Audience Awareness<br>1. Self as audience.<br>2. Did not think of others who might read it. | "I really didn't have anyone in mind. I kind of felt like I would say it like a speech. I didn't wonder or think about who would be reading it." (Didn't change how you wrote?) "No, I pretty much put how I felt." (If I told you you had to convince everybody in your class, would that change it?) "It might have made it longer." |
| III. Steps in the Writing Process | |
| A. Question #1 - Overall Approach<br>1. Thought it through.<br>2. Organized thoughts.<br>3. Thought of wording.<br>4. Wrote with only brief pauses.<br>5. Reread and checked if it sounded right. | "I had to think about it a little bit and sorted my thoughts through, and kind of made a rough outline of what I was going to write in my mind." (You didn't write anything on scrap paper?) "No, Maam. I kinda thought of the way I wanted to word it and started." (Did you stop?) "As far as I know, just for word choice or exactly how I wanted to state something..... very brief." (How did you complete it?) "Reread it. Checked to see if it sounded so-so, fair, and looked to see that I didn't repeat myself too many times." |
| B. Question #4 - Content<br>1. One idea which would be convincing. | "Pretty much just one (idea) and the way I felt. I picked out one point that would be especially convincing." |

(Continued)

Figure 6 (continued)

| Categories | Student Comments |
| --- | --- |
| III. C. Question #5 - Organizing<br>1. Seldom outlines.<br>2. Thinks it through.<br>3. Writes it. | (See #II-A, How do you usually organize a long paper?) "I just start and it usually ends up round about." (Say you have a take-home paper? How do you do it?) "Well, (pause) I try. I have a hard time writing logically. It makes sense in my mind, but it doesn't come out that way. I have to think, is it going to make sense? When it's all together, will it still refer back to the same subject and make sense? Then I kind of put it down as it comes." (Do you outline or jot down ideas?) "Once in a while. It depends on the topic...I wrote one last period and had to jot down a sentence or two, a couple of words. And once in a while I do an outline, but very seldom." |
| D. Question #6 - Revisions<br>1. Does little revision. | (How would you go back and revise a paper?) "What do you mean, punctuation and that sort of thing?..." (Continued probes)"I usually try and leave it pretty much like it is and hope it is good." |
| E. Question #8 - Changes Suggested<br>1. Complete ideas.<br>2. Rearrange ideas.<br>3. Improve style. | "I would try to complete a thought before I go on to another one. Put some things at the bottom near the top so it would have more of a continuation instead of jumping around." (Why would you make those changes?) "For flowing."(more for style?) "Yes. It says what I want. I felt the best about this topic." |

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